

**COURSE DATA****Data Subject**

<b>Code</b>	34428
<b>Name</b>	Sociological analysis of leisure and sports
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2020 - 2021

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1310 - Degree in Sociology	Faculty of Social Sciences	4	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1310 - Degree in Sociology	20 - Sociological analysis of leisure and sport	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
LLOPIS GOIG, RAMON	330 - Sociology and Social Anthropology

**SUMMARY**

The subject "Sociological analysis of leisure and sport" is optional and has allocated 6 credits, taught during the first semester of the fourth year. This course is integrated into the module "Sociology and Applied Social Sciences," which aims to equip Grade students in the Sociology of cognitive, practical skills and attitudes, associated with methods and techniques Work Sociology professionals that allow to apply the theories, concepts, research methods and techniques acquired in the first three years of the degree, the analysis of specific social problems of social reality that surrounds it. At the same time, deeper analysis in various fields of sociology and social sciences that the student selected on the basis of their professional future and interests of knowledge. It has to mean the foundation that give students the skills to deepen the empirical knowledge of social phenomena in which is inscribed, is conditional and conditions, the practice of physical activity and sport and leisure.

Sport and leisure have become two of the greatest social phenomena of contemporary society in its various manifestations: sport-practical, sport-health, sports-entertainment, etc.. Therefore, either as active practice, or as mass entertainment, sport has now become an essential part of people's daily life. The subject "Sociological analysis of leisure and sport" has the overall aim to offer and provide students with the basic concepts and theories to let you know the social, cultural, political and economic environment in which it operates leisure, physical activity and sport.



Based on the conception of sport as eminently social phenomenon, is to show, as a priority, the importance of cultural and social context in the genesis and development of sports. To this end we propose an introduction to basic concepts of sociological analysis in turn enabling a comprehensive and contextualized the sport and its presence in human societies. Also, identify the contexts and social and cultural determinants involving leisure, sport, focusing on interaction, growing increasingly, between sport, leisure and society.

In short, it is to empower students to be able to do a reading in sociology of sport and leisure phenomena associated with immediate everyday experience. The goal would enhance the capacity for analysis of leisure, physical activity and sport in a social perspective, applying the theoretical incorporated into the program.

They seek to know the different sociological explanations for the role of leisure and sport in contemporary society contexts and identifying their social and cultural determinants. Then a priority differentiate the theoretical perspectives for the study of social phenomena in general and leisure and sport in particular paying incidence constructs such as gender and age. It also will be ready to interpret the social structure of leisure and sport in Spain and Valencia, identifying their key characteristics and trends. Also further analysis between the relationship between sport and the formation of the culture and values of societies becoming aware of the capabilities and potential of sport as a tool to teach values. Finally it will affect the understanding of the relationship between sport and certain disputes or deviant social practices and the increasing incidence of sport as a spectacle, and content sports as mass media. Finally a summary of the current trends related to leisure and sport in today's society trying to predict future patterns.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

There are no specified enrollment restrictions with other subjects of the curriculum.

While this is not an administrative requirement, in this area is essential the baggage acquired by the student throughout undergraduate studies, mainly in regard to knowledge of basic concepts of sociology and analytical skills of the social, sociological theory, and of skills in the design and conduct of empirical research. On the other hand, it is also essential to take the knowledge gained introductions to other social

## OUTCOMES

### 1310 - Degree in Sociology

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.



- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

## LEARNING OUTCOMES

Specifically, the successful completion of the course "Sociological analysis of leisure and sport" "the / the student will be able to:

Deepen your knowledge of General Sociology and way of penetrating social issues, especially sports, those related to physical activity and leisure

Know and understand the sociological structures enrolling leisure, sport and physical activity.

Knowing also the social structure of sport and leisure. Relate social organization, their types and evolution, with sports phenomenon, and the social organization of sport and the different types of leisure.

Linking political and economic environment with social reality in leisure, sport and physical activity.

Rate the phenomenon of the commercialization of high-level sport.

Rate occupation and labor issues related to leisure, sport and physical activity.

Establish the role of leisure and sport in culture, and in the process of socialization.

Knowing the role of media in our society, and its relationship to sports and entertainment events. Relate leisure, sport and sustainability, in its many dimensions cross, starting with the environment.

To evaluate the relationship between leisure, sport and gender and age differences and constructs based on gender and different life stages.

Relate leisure, sport and physical activity to the health of the community.

Rate the mutual effects between health and physical activity and sports.

Know the different methods, qualitative and quantitative, that can be used to investigate the phenomenon of sport and leisure.

Being able to penetrate the social phenomena and, within them, at leisure, sport and the world of physical activity, from a sociological perspective.



Delve into all kinds of cross-cutting issues such as human rights, or search for a sustainable society, which are present in social phenomena.

To relate and structure information from different sources and to integrate relevant ideas and knowledge of diverse .

To investigate the dynamics and transformations of contemporary societies. Progress in reading comprehension of sociological texts.

## DESCRIPTION OF CONTENTS

### 1. General Aspects. Leisure, Sociology, Sport and Society.

- 1.1 The sociological analysis of current sport
- 1.2 The sociological analysis of the practices of leisure time
- 1.3 Pluralism of sociological thought in sport
- 1.4 The contemporary sport as an open system
- 1.5 The study of the past to understand the current sport
- 1.6 The Sociology of Sport in Spain.
- 1.7 Rationale and empirical resources for research in leisure and sport (specific databases, peculiarities of qualitative research applied to leisure and sport)

### 2. Social structure of the sport. Individual, and leisure society "deportivizada"

- 2.1 Structure, interaction and social change
- 2.2 Interest and satisfaction with sports and leisure. Social context of sport and leisure
- 2.3 Frequency of practice and most popular sports types
- 2.4 The evaluative and subjective dimension of sport

### 3. Sports culture and socialization. Multiculturalism and social integration

- 3.1. Cultura and society
- 3.2 Culture Sports and leisure
- 3.3 Socialization Sports
- 3.4 Social integration through leisure and sport.

### 4. Gender and age in sports and leisure

- 4.1 Gender, age and social relations.
- 4.2 Gender and sport. Gender and leisure.
- 4.3 Evolution of women's sports in history.
- 4.4 Sport and construction of masculinity.
- 4.5 Femininity and sport.
- 4.6 The child age sport
- 4.7 Physical activity and the elderly.



**5. Sport, mass media and society**

- 5.1. Introduction
- 5.2. The interdependency between sport and mass media
- 5.3. The production of sport message
- 5.4. The content of the message: images, narratives and representations
- 5.5. The reception of the message: the audiences of sport

**6. Sport megaevents**

- 6.1. Introduction
- 6.2. The development and expansion of sport megaevents
- 6.3. Effects and repercussions of sport megaevents
- 6.4. Others sociological aspects of sport megaevents

**7. 7. The challenges of leisure and sport in advanced societies**

- 7.1 Possibilities and future potential
- 7.2 Current trends related to leisure and sport in today's society
- 7.3 Structural factors of the practice of leisure and sport

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Attendance at events and external activities	3,00	0
Development of group work	10,00	0
Development of individual work	10,00	0
Study and independent work	20,00	0
Readings supplementary material	12,00	0
Preparation of evaluation activities	15,00	0
Preparing lectures	20,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

The teaching methodology to be used in the classes will be lecture sessions complemented with empirical work-environment, with teachers explain the issues and agenda items. The methodology of the lecture will be interspersed with the use of active student participation in class and with the use of the full potential of web search. This active participation come from any doubts or comments that might arise by the student as a result of the teacher's explanation and questions, exercises and cases that the professor



intends to students, attempting to achieve greater involvement of these in the teaching-learning process. Similarly, it may raise discussion sessions and group analysis from audiovisual material such as films or documentaries aimed at raising new questions about the contents of the course syllabus.

## EVALUATION

The assessment of theoretical knowledge and learning control skills will be made by a final exam. In the theoretical section, this test consists of two tests: the first will be a test of 20 questions, each with only one valid response of which will need to have at least 10 questions correctly to get approved. The second part will consist of two brief questions. With the results of both tests will get the note theory, which will be the average of the two tests, provided that each has earned at least a pass, regardless of the other. The Practice Note will be determined by each teacher of them, depending on the work done by the students throughout the course based on the following criteria:

To enable students to acquire skills in the completion and implementation of the research process to study an issue related to the sport. That should design, and where appropriate develop a simple applied research in the area of Sociology of Sport and Leisure.

In short, and in the face of the final evaluation of the practical part of the course, assessing the capacity for synthesis, interaction of ideas and concepts as well as the understanding of the quality agenda and argumentative in the exhibition. Personal reflections are the result of a process of assimilation of concepts and critical analysis staff.

It will assess the individual and team work done by students throughout the course, both in regard to the acquisition of competences and with regard to the expertise of the subject. This evaluation will be based on the general and specific objectives proposed in this area, both disciplinary knowledge application and skills development. Throughout the process, students are guided on ways to assess the learning process. Depending on the circumstances of the ongoing academic and the composition and characteristics of the group, the team selected for the evaluation teaching one or more of the following instruments, either singly or diversified (in the latter case will inform the students of the weighting set)- Written tests: including objective evidence or semiobjetivas, theoretical, practical, and case analysis, problem solving, short answer tests, essay, or other similar options.- Oral examinations: including oral examinations, interviews, debates and oral presentations in the classroom or other similar options.- Preparation, delivery of one or several papers, reports / reports and / or oral presentations and seminars student attendance. In any case, always make explicit the criteria and processes of each assessment tool and the results thereof and its relation to the final grade. The grading system is expressed by numerical rating as established by the regulations (RD 1125/2003 of 5 September) establishing the European Credit system and grading system in the official university qualifications and validity throughout the country.

If adopted diversified assessment, the result of it proceed both a written test and the practical activities set of individual and collective nature. Initially, the weighting for these jobs would be:

The 50% of the final grade corresponds to the written test, which can be formatted for examination or work, depending on the circumstances of course and consensus with the / as students. 25% of this note correspond to individual practices, which could be presented orally or not depending on course conditions. This percentage would enter class participation and attendance at tutorials. The remaining 25% would come from a group work, the conditions of preparation, writing and presentation would be established at the beginning of the course. This percentage takes into account the self-assessment by the work group.

The final grade will be a weighted average realized from this distribution. The / the students who were to obtain approval on the 1st call, could be presented to the second call without repeating activities, both individually and collectively, they have already been evaluated positively.



For an assessment taken not diversified, we will choose one of the options above.

## REFERENCES

### Basic

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- García Ferrando, M. y Llopis, R. (2017): La popularización del deporte en España. Encuestas de hábitos deportivos 1980-2015. Madrid: Centro de Investigaciones Sociológicas.
- Llopis, R. (ed.) (2016): Participación deportiva en Europa. Políticas, culturas y prácticas. Barcelona: Editorial UOC.

### Additional

- Billings, A. (2010): La comunicación en el deporte. Barcelona: UOC.
- Bourdieu, P. (1993): Deporte y clase social. En Barbero, J. I. (ed.): Materiales de Sociología del Deporte. Madrid: Ediciones de la Piqueta, pp. 57-82.
- Brohm, J. M. (1982): El deporte como aparato ideológico del Estado. Sociología política del deporte, México: FCE, pp. 302-324.
- Consejo Superior de Deportes (2010): Plan Integral para la Actividad Física y el Deporte. Madrid, Consejo Superior de Deportes.
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- Elías, N. y Dunning, E. (1992): La búsqueda de la emoción en el ocio. En Deporte y ocio en el proceso de civilización. Madrid: Fondo de Cultura Económica, [1986], pp. 83-116.
- Fernández Peña, E. (2016): Juegos Olímpicos, televisión y redes sociales. Barcelona: UOC.
- Kennett, C. (2006). Deporte e inmigración en España: el papel del deporte en la integración de los ciudadanos. Centro de Estudios Olímpicos, Universidad de Barcelona.
- Llopis, R. (2012): Megaeventos deportivos. Perspectivas científicas y estudios de caso. Barcelona: Editorial UOC
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- Llopis, R. y Sola, I. (2017): Inclusión social, voluntariado y clubes deportivos en Europa. Valencia:



Nau llibres.

- MCD (2019): Anuario de Estadísticas Deportivas 2019. Madrid: Subdirección General de Estadística y Estudios, Secretaría General Técnica. Ministerio de Educación, Cultura y Deporte.
- Perelman, M. (2014): La barbarie deportiva. Crítica de una plaga mundial. Barcelona: Virus Editorial.
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- Pujadas, X. (ed.) Atletas y ciudadanos. Historia Social del Deporte en España 1870-2010. Madrid: Alianza Editorial.
- Viñas, C. (2005): El mundo ultra: Los radicales del fútbol español. Madrid: Editorial Temas de Hoy.
- Zimbalist, A. (2016): Río, Brasil y Londres. En Zimbalist, A.: Circus Maximus. El negocio económico detrás de la organización de los Juegos Olímpicos y el Mundial de Fútbol. Madrid: Akal.

## **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

<b>FITXA D'ADDENDA DE LA GUIA DOCENT 1r quadrimestre 4 CURS 2020-21</b>	
<b>Nom d'assignatura</b>	Análisis sociológico del ocio y el deporte 34428
<b>Titulació</b>	Sociología

### **1. CONTINGUTS/CONTENIDOS/CONTENTS**

Contents of the original teaching guide will be maintained.

### **2. VOLUM DE TREBALL I PLANIFICACIÓ TEMPORAL DE LA DOCÈNCIA**





The activities and volume of work of the original teaching guide will be maintained. The planning of sessions will be specified at the beginning of the semester.

### **3. METODOLOGIA DOCENT/METODOLOGÍA DOCENTE/TEACHING METHODOLOGY**

The course will consist of face to face sessions, as well as practical activities and collective tutorials established in the original teaching guides. Individual tutorials will be individuals.

Regarding affected or vulnerable students, methodology will be adapted to the study of specific bibliography and the development of an individual project. Tutorials through videoconference.

If sanitary situation imposes on-line classes, all sessions will be substituted for synchronous videoconferencing and registered presentations. Practical activities will guarantee the interaction with students by videoconference, forum or chat in virtual classroom. Teaching team will communicate these adaptations through virtual classroom.

### **4. AVALUACIÓ/EVALUACIÓN/EVALUATION**

*The criteria of the teaching guide will be maintained regarding the estimation of each type of activity.*

*For vulnerable or affected students, face to face and group activities qualification will be transferred into individual and non-face to face activities.*

*In case that the sanitary situation imposes that the final proof should be developed on-line, an evaluation by questionnaire and by opened development questions in a virtual classroom synchronous task will be done. In case of sanitary emergency, the evaluation will be retained at 50% the theory and 50% the practice but removing the weight of the group and face to face activities.*

### **5. BIBLIOGRAFIA/BIBLIOGRAFÍA/BIBLIOGRAPHY**

The bibliography of the guide will be maintained. If the sanitary situation imposes shutdown of libraries, materials of support will be facilitated through virtual classroom.